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|  | **American Council on the**  **Teaching of Foreign Languages**  www.actfl.org | Description: DLlogo_smallL |

**Setting and Assessing Performance Targets**

**Central States Conference on the Teaching of Foreign Languages**

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1. What is the performance target?
2. Describing Performance (for teachers; for learners)
3. Setting up performance tasks (within context of a unit)
4. Providing feedback
5. Reflection

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| --- | --- | --- |
| **Interpretive** | **Presentational** | **Interpersonal** |
| **Look at (or listen to) information from three different students, to find out as much as you can: Where they live, what their family is like, what activities they like to do, etc.**  **Then decide which student you would prefer to host when he/she comes to the US, and list as many reasons as possible to explain why.** | **The exchange program would like you to write a letter describing yourself that the French student will read.**    **Provide as many details as you can to describe you and your family. Include likes, dislikes and activities.** | **You and your partner are exchange students. It will be your first night with your host family in France next week and you want to practice your conversational skills. You are given 5 photos of your family and activities. Practice with your partner asking and responding to questions about the photos.** |

**Focusing Standards-Based Instruction: (Starting with the End Goals in Mind)**

1. Lead with culture (Motivation)
2. Identify the performance assessment (What success looks like)
3. Create meaningful tasks (Planning to “get there”)
4. Determine tools needed for success (Select content)

**Performance Descriptors for Language Learners (2012)**

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-guidelines-k-12-learners>

The *ACTFL Performance Descriptors for Language Learners* are designed to describe language performance that is the result of explicit instruction in an instructional setting. These new *Performance Descriptors* reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments.

* Describe the language performance of language learners in Standards-based, performance-oriented learning environments
* Provide descriptive performance outcomes adaptable to fit differences in languages and learners
* Are organized according to:
  + Three Ranges of Performance – Novice, Intermediate, Advanced
  + Three Modes of Communication – Interpersonal, Interpretive, Presentational
  + Domains of Performance
    - Parameters for the Language Learner’s Performance
      * **Functions** (global tasks the learner can perform in the language)
      * **Contexts** (situations within which the learner can function) and **Content** (topics which the learner can understand and discuss)
      * **Text Type** (that which the learner is able to understand and produce in order to perform the functions of the level)
    - How and how well the language learner is able to be understood and to understand
      * **Language Control** (How accurate is the language learner’s language?)
      * **Vocabulary** (How extensive and applicable is the language learner’s vocabulary?)
      * **Communication Strategies** (How does the language learner maintain communication and make meaning?)
      * **Cultural Awareness** (How is the language learner’s cultural knowledge reflected in language use?)

INTERPERSONAL SCORING GUIDE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | No | Sometimes | Yes | Comments/examples |
| Offers an idea or opinion to begin the discussion |  |  |  |  |
| Adds new information to discussion |  |  |  |  |
| Responds to other’s comments/questions |  |  |  |  |
| Asks questions |  |  |  |  |
| Listens attentively |  |  |  |  |

TALK Score (Shrum and Glisan) (+ Consistently, √OK, -never or rarely)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Target language | Accurate | Listens | Kind |
| Student #1 |  |  |  |  |
| Student #2 |  |  |  |  |
| Student #3 |  |  |  |  |

Scored Discussion

|  |  |  |
| --- | --- | --- |
| Move from: | 1 -3 - 5 | Move to: |
| Only responds when asked |  | Volunteers comments related to the discussion |
| Asks random questions |  | Asks follow-up questions related to what someone else said |
| Gives short responses |  | Gives responses with details, reasons, explanations |
| Dominates the discussion |  | Invites others to give their opinions, ideas |
| Repeats ideas that others already contributed |  | Adds ideas, insights, additional information to make the discussion more interesting |

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| --- | --- | --- | --- | --- | --- | --- |
| **Language and Level** | | French – Novice Mid 🡺 Novice High | | | | |
| **Theme** | | **Contemporary Life** : A Balanced Lifestyle | | | | |
| **Important/Essential**  **Question(s)** | | How balanced is your lifestyle? What do you do to be healthy? | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | * Students will be able to compare lifestyles of their family members with those of families in (Epernay) in terms of balance. * Students will be able to make recommendations for ways to create or maintain balanced lifestyles. * Students will explore health and wellness websites to identify elements of a healthy lifestyle. * Students will create a presentation for the (community) highlighting ways to promote balance of life. | | | | |
| **Performance Tasks**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? Do the tasks allow students to demonstrate the 4Cs of the 21st Century Skills – Communication, Collaboration, Critical Thinking and Creativity?* | | **Interpretive**  Students will read a blog written by a teenager where  he discusses his activities. They will demonstrate comprehension  by citing evidence to identify main ideas given in English and will complete  a graphic organizer based on information found in the text.  Performance  assessment  **Presentational Interpersonal**  Students will create a presentation for the community In pairs or small groups, students share  highlighting ways to promote a balanced lifestyle. They what they have learned about their lifestyle  might participate in a wellness fair or create a virtual and their family’s lifestyle in terms of  wellness fair online. balance. | | | | |
| **Cultures**  **Cultures** | | **Product:** Café  **Practice:** Stopping with friends for coffee  **Perspective:** It’s not the coffee, it’s the conversation    **Product:** School year calendar  **Practice:** Regular breaks, holidays  **Perspective:** Balance | | | | |
| **Comparisons** | | Culture | | Language | | |
| Work time/leisure time  Mealtime with/without family  Weekend activities  Walking/driving  Teenagers working during school year/summer  Life expectancies  Work to live/live to work | | “la joie de vivre”  “metro, boulot, dodo”  “Ne t’en fais pas!”  Détente  Making polite recommendations | | |
| **Connections** | | Other Disciplines | | Technology | | |
| **Health and wellness:** Compare recommendations for healthy lifestyles  **Media studies:** Impact of media on lifestyles; marketing diet/exercise | | Teachers can create a safe, free space for student blogs and more: <http://kidblog.org> | | |
| **Communities** | | Look at a community-based issue related to balanced lifestyles and offer solutions  Examine personal lifestyles and make adjustments as needed | | | | |
| **Connections to Common Core** | | **Reading: 1**. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Writing: 6**. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Language: 4**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | |
| **Tool Box** | | | | | | |
| Language Functions | | | Structures / Patterns | | Vocabulary Development | |
| **Compare** *lifestyle routines* | | | plus que, moins que, aussi que | | Une bonne hygiène de vie  Un régime équilibré  La détente  Faire de l’exercice  Se détendre/se dépêcher  Être détendu/être stressé  Souvent/rarement  De temps en temps  Normalement  (x) fois par jour/semaine/mois | |
| **Describe** *your daily schedule* | | | (le) lundi… | |
| **Ask and answer questions** *about daily routines* | | | interrogative pronouns and adjectives | |
| **Express frequency** *saying when and how often you do certain things* | | | adverbs | |
| **Express needs** *saying what you need to do to be healthy* | | | Il faut / Il me faut | |
| **Express opinions** *about daily activities, schedules* | | | Il est important de, Il est bon de | |
| **Make suggestions** *about ways to be healthy* | | | Tu devrais / Vous devriez  Il te/vous faut | |
| **Key Learning Activities** | | | | | | |
| Mode of  Communication | Activity | | | | Purpose | In-class /  Home |
| Interpersonal | Pictures/names of famous people: I can (run faster) than (famous person) | | | | Practice comparisons | In class |
| Interpretive | Healthy meal: “Qu’appelle-t-on un repas équilibré”? | | | | Reading: main idea/supporting details | Home |
| **Resources** | | | | | | |
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